

2020 Academic Plan, School Year 2020-21



School: Lana'i High & Elementary School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

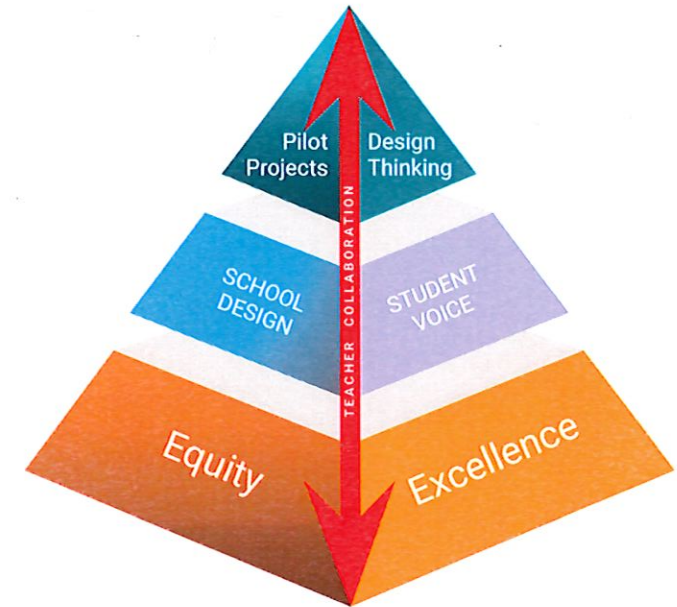
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Elton Kinoshita	
Principal's signature: 	Date: 06/05/2020

Complex Area Superintendent (print):	
Complex Area Superintendent's signature: 	Date: 06/05/2020

[Link to- WASC Probationary Progress Report \(March 2020\)](#)

[Link to CNA Quality School Indicators Rubric- Domains 1, 3 \(SY 2019-20\)](#)

[Link to AcPlan "Focus" 19-20](#)



2020 Academic Plan, School Year 2020-21

School: Lanai High and Elementary School

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Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

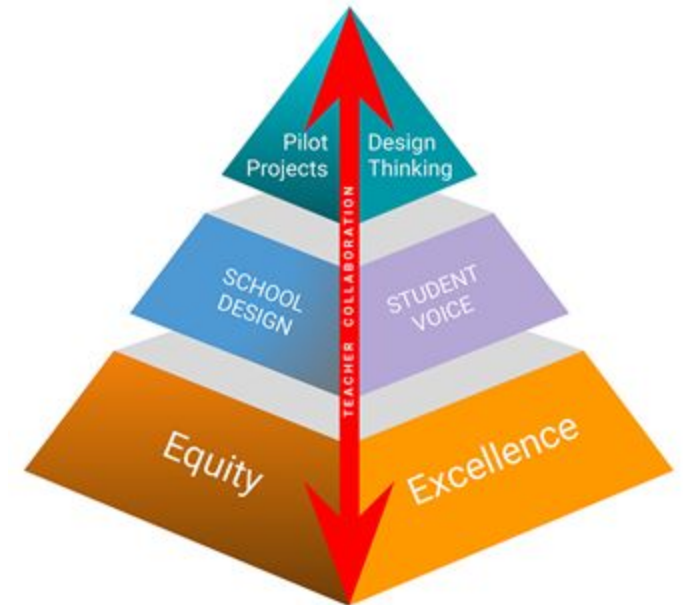
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 15).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 4-14).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (pages 2-3).





Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity												
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>In 2018-19, our high needs group was comprised of:</p> <ul style="list-style-type: none"> students with disabilities, 14.2% of our student population ELL students, 15.5% of our student population <p>Based on our Strive Hi report for SY 18-19, the gap between our non-high needs and high needs groups was higher in Language Arts than in MATH (29 points vs. 13 points).</p> <div data-bbox="223 967 924 1252" data-label="Figure"> <table border="1"> <thead> <tr> <th>Subject</th> <th>Non-High Needs</th> <th>High Needs</th> <th>Achievement Gap (Points)</th> </tr> </thead> <tbody> <tr> <td>Language Arts</td> <td>56%</td> <td>27%</td> <td>29</td> </tr> <tr> <td>Math</td> <td>27%</td> <td>14%</td> <td>13</td> </tr> </tbody> </table> </div> <p>However, overall, Gr. 3-8, 11 students' achievement in MATH (18% proficient) and Science (13% proficient) was lower than in ELA (36%).</p> <p>Regarding student attendance, 17% of students were chronically absent (15 or more days absent) in 2018-19.</p>	Subject	Non-High Needs	High Needs	Achievement Gap (Points)	Language Arts	56%	27%	29	Math	27%	14%	13	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>Focus Area 1: If the school continues to focus on its school culture by all adults and students working on having a Growth Mindset (GM), then student achievement will improve as well as students' general well-being (behavior will improve, improved self-image).</p> <p>Focus Area 2: If teachers continue to focus on developing and using common standards-based Student Success Criteria (SSC) (aligned horizontally and vertically) as a way to give students specific feedback, and students use these success criteria to self/peer assess and set goals, then student achievement will improve.</p> <p>Focus Area 3: If teachers continue to focus on students' application of knowledge and skills through Project-Based Learning (PBL) and allow for student voice and choice in this type of learning, then student engagement will increase, attendance will improve, and student achievement will improve.</p> <p>If the academic achievement of <u>all</u> our students increases proportionately, then the gap should remain constant while the overall percentage of students meeting proficiency will improve.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <ul style="list-style-type: none"> Large-scale Professional Development on: Grit & Growth Mindset, creating and using standards-based Student Success Criteria, PBL (beginning of SY Admin days, sub days). Monthly Focused Professional Development/ Dialog: time allocated for teacher conversations on implementation of things learned from large-scale PD and on-going focused PD (in Leadership Team meetings, various types of PLCs, and Staff meetings-- for horizontal & vertical articulation); evidenced by agendas/minutes, teacher/team created products (<i>use Tuesdays for LT meetings, Wednesdays for Dept/PLC meetings, staff meeting, additional 21 hrs., PC days</i>). Admin and teacher peer observations of implementation (using a tool/checklist/rubric, notes, feedback given). Collection and analysis of student evidence in students "Digital Portfolio" to see if the intended learning is happening or not because the teachers' instruction is working/not working (observations, conversations, products-- <i>surveys, online assessments, student work, etc.</i>); <i>multiple opportunities for students to retake an assessment and improve projects.</i>
Subject	Non-High Needs	High Needs	Achievement Gap (Points)											
Language Arts	56%	27%	29											
Math	27%	14%	13											

Systemwide connections with the 3 foci:

- If the school continues to have a functioning Leadership Team made up of representatives from each school level to discuss operational and instructional topics K-12, then the structures are in place for systematic growth and monitoring of initiatives.
- If the teachers have meaningful PLCs to discuss, collaborate, and look at student work that integrates the 3 focus areas, then student achievement will grow steadily as teachers modify instructional practices based on PLC discussions and collaborations.
- If Leadership closely monitors implementation of the above focus areas and offers feedback and professional development, then teachers' instructional practices will support the steady growth of student achievement.
- If the school has an online organized system of communication (ie. Google Classrooms at each school level, matrix of information with links in a central document, documentation logs, etc.), then there is transparency, communication, and accountability among stakeholders (school and community).

- **Collection and analysis of teacher evidence in teachers "Digital Portfolio"**

Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice:

At Lana'i High & Elementary School, we strive to provide authentic, meaningful learning experiences for all students. Longitudinal data shows that annually, students at LHES performed lower scores than our complex and state averages. There is also a significant achievement gap between our disadvantaged, disabled, English Language Learners and our general population. In order to address these annual issues, we are shifting our school design to increase student voice and engagement through authentic learning experiences such as project based learning, inquiry, and student driven initiatives.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice:

By focusing on **student success criteria**, we will ensure that all students receive an equitable educational experience. Engaging students in **Project Based Learning**, that are guided by standards provides highly engaging student directed learning experiences. Our **Growth Mindset** initiative, provides staff and students the skills and dispositions necessary to thrive in our ever changing world.

Describe here your Conditions for Success for School Design and Student Voice:

- Leadership Team structure (5 reps from each level + Admin Team; new as of 2019-2020 SY)
- Administrator support at each school level
- Complex Area Support Liaison
- PLCs (x2 per month)
- 3 school wide Focus Areas
- Google Drive Digital Portfolios (for teachers and students)
- T.O.R.C.H. (school vision)

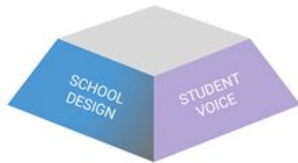


SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Strive HI Data K-12 (2018-19): ELA: 36% MATH: 18% SCI: 13% Chronic Absenteeism: 17%</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Include: School wide math focus of 8 mathematical teaching practices (Hattie, Visible Learning for Mathematics)</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Include: Hattie Effect Size - Self-Reported Grades/Student Expectations 1.44</p>

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<p><u>Hattie Effect sizes</u>: <i>Teacher Clarity</i> 0.75, <i>Feedback</i> 0.75, <i>Teacher Student Relationships</i> 0.72, <i>Formative Evaluation</i> 0.90</p> <p>Achievement:</p> <p>We want our ELA proficiency to grow by 9% to bring us to 45%, Math to grow by 12% to bring us to 30%, and Science to grow by 17% to bring us to 30%.</p> <p>Achievement Gap:</p> <p>In ELA, we are striving to increase our proficiency to 45% by decreasing our achievement gap by 10 points.</p> <p>In Math, we will maintain or contract the current achievement gap while increasing overall proficiency to 30%.</p> <p>In Science, we are striving to grow our overall proficiency to 30%.</p> <p>We want to maintain or decrease our chronic absenteeism to 15%.</p>		
<p><i>Why you are implementing them?</i></p> <p>Focusing our PLCs on Student Success Criteria will increase <i>Teacher Clarity</i> (0.75) as well as set the framework for <i>Formative Evaluation</i> (0.90) . As we engage students in Success Criteria conversations, we set the context for direct timely <i>Feedback</i> (0.75) Our school wide Growth Mindset initiative exposes students to the skills and dispositions needed for success. Additionally, it fosters the positive teacher-student relationships (0.72) that inspire students to achieve their personal best. Finally, our Project Based Learning initiative provides all students with authentic engaging learning experiences. As student engagement increases we expect our chronic absenteeism to decrease.</p>	<p><i>Why you are implementing them?</i></p>	<p><i>Why you are implementing them?</i></p>

<p><i>How will you know that they are causing an improvement?</i></p> <p>We will track student attendance, using Infinite Campus to help identify students who are chronically absent. Increased student engagement through PBL should lead to students coming to school more frequently.</p> <p>We will track our student achievement data in ELA, Math, and Science, using our longitudinal data system. As we increase proficiency, we will continually monitor the achievement gap while making adjustments to further narrow it.</p> <p>We will track our Growth Mindset initiative by collecting data on the number of students who choose to redo/retake assignments and assessments.</p>	<p><i>How will you know that they are causing an improvement?</i></p>	<p><i>How will you know that they are causing an improvement?</i></p>
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Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i></p> <p>Strive HI Data K-12 (2018-19): ELA: 36% MATH: 18% SCI: 13% Chronic Absenteeism: 17%</p>	<p><i>Add throughout the year measurements here.</i></p> <ul style="list-style-type: none"> ● i-Ready (Reading & Math) ● SBAC Interim Assessments ● Students' and Teachers' Digital Portfolios ● Attendance Data in Longitudinal Data System (LDS) ● 	<p><i>Add end of year goals here.</i></p> <p>Increase academic achievement (as measured by Strive HI):</p> <ul style="list-style-type: none"> ● ELA proficiency to grow by 9% to bring us to 45% ● Math proficiency to grow by 12% to bring us to 30% ● Science proficiency to grow by 17% to bring us to 30% ● Course Marks in LDS ● Chronic Absenteeism maintain or decrease to 15%

Student Outcomes & Staff Outcomes (SY 2020-21)

Measurable Outcome(s) Who will change? What will change? How much change will be realistically achieved? By when? How the change will be measured?	Enabling Activity The periodic activities that build upon each other to achieve student and staff Measurable Outcomes.	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. Growth Mindset (GM) 100% of students will create SMART goal(s) as measured by their reflection artifact (journal, video log, etc.).	Students create a SMART goal in the focus area of Standards Based Success Criteria lesson designed by their teacher.	Year long		Students will maintain a GM Digital Portfolio in their own school google drive shared with their teachers to place SMART goal(s) and reflection artifacts.	Quarterly	Focus Plan Quarterly Monitoring by Complex Area
1. Growth Mindset (GM) 100% of teachers will include growth mindset principles/lessons in their instructional practice as measured by their GM Digital Portfolio.	Teachers will create ways to include growth mindset principle(s) and or lessons in their instructional practice.	Year long		Teachers will create a google Digital Portfolio that includes their GM lessons or how they use GM principles in their instructional practice. Teacher reads students GM digital portfolio.	Quarterly	Focus Plan Quarterly Monitoring by Complex Area
2. Growth Mindset (GM) 100% of students will track their growth mindset journey as measured by their growth mindset Digital Portfolio (goals and reflection artifacts).	Students will monitor their growth mindset journey by including (SMART) goals and reflection artifacts in their GM Digital Portfolio.	Year long		Students will maintain a GM Digital Portfolio in their own school google drive shared with their teachers to place SMART goal(s) and reflection artifacts.	Quarterly	Focus Plan Quarterly Monitoring by Complex Area
2. Growth Mindset (GM) 100% of teachers and staff will give students at least an additional chance to redo/retake assignments, assessments, and tasks as	Every student is given multiple chances to demonstrate a growth mindset by retaking assessments, redoing assignments and tasks.	Year long		Teachers will document in their gradebook and/or Digital Portfolio to show student redo/retake of assignments and/or assessments.	Quarterly	

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measured by their gradebook and Digital Portfolio.				Teacher reflection in Digital Portfolio. Staff (all non-instructional staff) will _____ (TBD)		
3. Growth Mindset (GM) 100% of students will take at least one additional chance to redo assignments/tasks and retake assessments as measured by student's reflection artifact and teacher's gradebook.	Every student is given multiple chances to demonstrate a growth mindset and will take the chance to redo assignments/tasks and retake assessments.	Course long		Student document in GM Digital Portfolio reflection artifact. Teacher document in gradebook (shows redo/retake opportunities, grades).	Quarterly	Focus Plan Quarterly Monitoring by Complex Area
3. Growth Mindset (GM) 100% of teachers and staff will participate in training or retraining on Growth Mindset and plans for monitoring as measured by their Digital Portfolio.	Ongoing Growth Mindset (and related topics ie SMART goals) professional development will happen throughout the school year.	During P&C Days Yearlong		Staff will include in their Digital Portfolio documentation of training/retraining dates, times, and reflection.	Quarterly	

Measurable Outcome(s) Who will change? What will change? How much change will be realistically achieved? By when? How the change will be measured?	Enabling Activity The periodic activities that build upon each other to achieve student and staff Measurable Outcomes.	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. Student Success Criteria (SSC) 100 % of students will participate in standards based lessons with Student Success Criteria as measured by reviewing Digital Portfolios.	Students participate in standards based Student Success Criteria lesson designed by teacher. Students use success criteria to evaluate own / peer review work.	Yearlong		Success Criteria by Learning Progression. Use / create general rubrics and consistently use success criteria. Create k-12 resource bank of success criteria. Document in teacher and student Digital Portfolio.	Quarterly	Focus Plan Quarterly Monitoring by Complex Area
1. Student Success Criteria (SSC) 100 % of teachers will create and implement standards based Student Success Criteria and document in their Digital Portfolios.	Teachers create a “Standards Based” Student Success Criteria lessons. Creation of Learning Objectives and student friendly success criteria usable in classrooms and shared with students. Teachers will explain and model to students what Success Criteria mean, and the importance to follow it in order to be successful.	Yearlong		SSC are included in teachers’ Digital Portfolio.	Quarterly	Focus Plan Quarterly Monitoring by Complex Area
2. Student Success Criteria (SSC) 100% of students will participate in discussion and co-creation of standards based success criteria as measured by reviewing Digital Portfolios	Student made Success Criteria Assignment With clear goals in mind, students and teacher identify/ co-construct success criteria before beginning an assignment or project.	Spring Semester		Teacher Lesson Plan Co-Created Student Success Criteria Student Documents in Digital Portfolio (Google Drive)	Quarterly	Focus Plan Quarterly Monitoring by Complex Area

	Teacher and students discuss standards together to see which are more important or relevant during this time. Gets students involved in their own learning with standards that could help improve engagement online.					
<p>2. Student Success Criteria (SSC) 100% of teachers will utilize SSC throughout their lessons as measured by reviewing Digital Portfolios.</p>	<p>Engage students in Student Success Criteria</p> <ul style="list-style-type: none"> • Introduce SSC prior to new unit/lesson • Reflect on SSC with students regularly throughout unit/lesson • Provide timely, focused feedback to students based on SSC 	Yearlong		<p>Creating learning environments where students have input in the success criteria.</p> <p>Help students understand what an assessment guide is and how to use it to assess their performance. Begin by having students develop rubrics about classroom management and other behavior expectations before developing rubrics that address specific content area.</p> <p>Provide individual student feedback, based on student success criteria (google drive).</p> <p>Teacher document in Digital Portfolio.</p>	Quarterly	
<p>3. Student Success Criteria (SSC) 100% of students will create and maintain a Digital Portfolio in Google drive.</p>	<p>Student Assessment Binders with checklist of grade level standards proven with student work samples</p> <p>Students do self- assessments /evaluations of own work.</p> <p>Empower students to succeed in</p>	Yearlong		<p>Shared Google Digital Portfolio with students and teachers to get feedback on which standards are most important during this online climate.</p> <p>SSC Alignment Documents</p>	Quarterly	Focus Plan Quarterly Monitoring by Complex Area

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	<p>SBAC testing by conducting practice tests each semester.</p> <p>Teachers and students will understand how to use the given success criteria to reflect on one's mastery.</p> <p>Students create individual Digital Portfolios that highlight their learning.</p> <p>Students will create their PTP college and career research.</p>			<p>posted to share to our Google Classroom.</p> <p>PLCs share and discuss student work.</p> <p>Students self-evaluate and annotate their own work, generating a shared understanding of standards-based work.</p>		
<p>3. Student Success Criteria 100% of teachers will participate in PLCs as measured by PLC agendas and attendance sheets.</p>	<p>Participate in bi-monthly PLCs focused around Student Success Criteria and "The Teacher ClarityPlaybook."</p>	<p>Yearlong</p>		<p>PLC agendas</p> <p>Attendance Sheets</p> <p>Digital Portfolios</p>	<p>2x/ month</p>	

Measurable Outcome(s) Who will change? What will change? How much change will be realistically achieved? By when? How the change will be measured?	Enabling Activity The periodic activities that build upon each other to achieve student and staff Measurable Outcomes.	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>1. PBL 90% of secondary students will participate in and successfully complete at least one PBL project during the school year as measured by the artifacts in their Digital Portfolio and their presentations.</p>	<p><i>(More student-initiated, teacher-guided for secondary students)</i> Quarter 1: students survey topics of interest for PBL projects. Students begin a reflection journal.</p> <p>By the start of Quarter 2, students share their PBL topics. Faculty members provide input on Common Core Standards alignment and work on Student Success Criteria with students.</p> <p>Quarters 2 and 3: Students research, interview, create/build, their projects. Students define competencies (success criteria) they need for their showcase/performance.</p> <p>Quarter 4: students prepare their showcase/performance product, practice, and may have multiple revisions because of feedback from self, peers, and teacher based on the success criteria.</p>	Yearlong		<p>Teacher conducts check-ins every other week and reviews students' reflection journals. Quarterly student reports and discussion on progress based on success criteria.</p> <p>Students' participation in showcase/performance demonstrations.</p> <p>Student Documents in Digital Portfolio (Google Drive).</p>	Annual	Focus Plan Quarterly Monitoring by Complex Area
<p>2. PBL 90% of PK-5 students will participate in and successfully complete at least one class PBL projects as measured by the artifacts in their Digital Portfolio and their</p>	<p><i>(More teacher-guided w/ student choices built in for elementary students)</i> Teachers and students will discuss areas of interest and collaborate to select the PBL topic.</p> <p>Teachers and students will discuss</p>	Semester		<p>Teacher conducts group check-ins and reviews students' reflection journals.</p> <p>Students' participation in showcase/performance demonstrations.</p>	Semester	Focus Plan Quarterly Monitoring by Complex Area

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<p>presentations.</p>	<p>standards that will be addressed and work on Student Success Criteria.</p> <p>Students research, interview, create/build, their projects. Students begin a reflection journal.</p> <p>Students define competencies (success criteria) they need for their showcase/performance.</p> <p>Students prepare their showcase/performance product, practice, and may have multiple revisions because of feedback from self, peers, and teacher based on the success criteria.</p>			<p>Teachers will present their class projects at a showcase event.</p> <p>Student Documents in Digital Portfolio (Google Drive).</p>		
<p>1. PBL 90% of teachers will have been trained in Project-Based Learning and will apply what they've learned as measured by having planned, implemented/adjusted, and reflected upon at least one PBL experience with students during the year.</p> <p><i>*Teachers may have worked w/other teachers to integrate their PBL plans or may have worked alone).</i></p> <p><i>(PBL units will show embedded Growth Mindset & Success Criteria in the projects)</i></p>	<p><u>Teachers participate in:</u></p> <p>1) PBL PD: Completion of Creative Core training (2016-18), Kupu Hou (June 2019), PBL 101 (July 2019), or PBL 101 (July 2020).</p> <p>Participation in PBL Works Sustained Support visits (February 2020) or Spring 2021.</p> <p>2) PBL focused PD (Professional Development//Dialog) monthly sessions with colleagues (use of 21 hours).</p> <p>3) K-12 Articulation on PBL (during quarterly Staff Meetings).</p>	<p>1x/yr</p> <p>1x/yr</p> <p>Yearlong</p> <p>Yearlong</p>	<p>\$ for PD- Prog ID_</p> <p>\$ for teacher stipends- Prog ID_</p> <p>\$ for subs- Prog ID_</p>	<p>Sign-in sheet</p> <p>Draft PBL plans created during PD sessions.</p> <p>Reflections/EXIT pass completed at the end of PD sessions.</p> <p>Agenda/minutes</p> <p>Google Form (21 hr. use) 21hr. use form documentation (<i>Teachers would have a copy of their responses to put into their Digital Portfolio- take screenshot).</i></p>	<p>Annual</p> <p>2x /month</p> <p>Quarterly</p>	<p>Focus Plan Quarterly Monitoring by Complex Area</p>

				<p>Analysis of project plans during PBL focused PD sessions based on PBL success criteria checklists (“Project Design Rubric” and “Project Based Teaching Rubric”).</p> <p>Classroom observations (by Administrators and other teachers) to see PBL in action by volunteers using PBL success criteria checklists (“Project Design Rubric” and “Project Based Teaching Rubric”).</p> <p>Teachers’ evidence in their Digital Portfolio (PBL plans, reflections, and self-assessment using PBL success criteria checklists (“Project Design Rubric” and “Project Based Teaching Rubric”)).</p>		
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p>	<p><i>Please describe your conditions for Success:</i></p>